DOCUMENT RESUME

ED 418 058 SP 037 847

AUTHOR Hasseler, Susan S.
TITLE Multicultural Teacher Education: Problems and Possibilities in Small College Settings.
PUB DATE 1998-02-00
NOTE 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cultural Awareness; Cultural Differences; Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Private Colleges; *Small Colleges; Tables (Data); Teacher Attitudes; Teacher Educators

ABSTRACT

This study examined how small private colleges addressed multicultural issues within teacher education. Data came from colleges and universities belonging to the Coalition for Christian Colleges and Universities. A survey of all 90 Coalition education department chairpersons examined: (1) structure and content of courses and field experiences relating to multicultural education; (2) ways that faculty had been supported in developing greater understanding of multicultural education and in developing effective multicultural teacher education programs; (3) factors inhibiting the development; and (4) future goals. The surveys also collected data on college and department size, location, and student body composition. A survey of 235 faculty members had similar questions relating to supports, inhibitors, and multicultural education goals. It included items regarding beliefs about multicultural teacher education, actual course content, and teaching practices. Data analysis indicated that there was great variety in how multiculturalism was addressed. Less than half the departments required courses in multicultural education, though nearly three-quarters integrated it into other subjects. Nearly three-quarters of participating departments addressed multiculturalism in their philosophy statements. Most respondents relied on professional development to learn about multiculturalism. Deterrents to effective multicultural education included lack of minority faculty, lack of time for gaining expertise, lack of funding, and lack of minority students. (Contains 19 tables and 11 references.) (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 418 058

Multicultural Teacher Education: Problems and Possibilities in Small College Settings

Dr. Susan S. Hasseler
Calvin College
Grand Rapids, Michigan
shassele@calvin.edu

Annual Meeting of the American Association of Colleges for Teacher Education
February, 1998

SP 037847

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
S. Hasseler
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Multicultural Teacher Education: Promises and Problems in Small College Settings

Introduction and Context

One growing area of research and debate in the teacher education field involves the question of how to best prepare teachers to work with an increasingly diverse school population. Over the years, a body of knowledge has been developing that centers on what all citizens need to know to function effectively in a diverse society and what teachers need to know in order to facilitate the acquisition of that knowledge. Numerous studies have been conducted in the last two decades which focus on efforts to effectively work with diverse student populations in K-12 settings and higher education programs. From these studies, a more coherent and well-defined body of knowledge on multicultural education is beginning to emerge (Gay, 1995). A number of researchers are now focusing on how to include that knowledge as an integral part of teacher education programs (Kennedy, 1991; Ladson-Billings, 1995; Zeichner, 1992). All of these researchers suggest that the structure and content of multicultural teacher education programs is an area that demands further study.

In addition to this strong research focus on the content and structure of effective multicultural teacher education programs, concern about the slow pace of inclusion of multicultural perspectives in teacher education has led to a focus on the factors that support and inhibit the development of these effective programs. Ladson-Billings (1995) suggests that the major problems facing multicultural teacher education programs include a lack of coherence and connection among courses, lack of definitional clarity, student resistance to multicultural knowledge and issues, and political attacks on and distortion of multicultural education. Others (e.g. Gollnick, Osayande, and Levy,1980) have suggested additional contextual variables that support or inhibit the inclusion of multicultural perspectives in teacher education programs including institutional structures, state and federal guidelines, faculty development opportunities, and others. Again, all of these researchers suggest that further study is needed in this area.

A number of studies have been conducted in the last few years focusing on efforts to better prepare new teachers to effectively teach diverse learners. Many of these studies have been conducted in large public colleges or universities located in urban settings. Less is known, however, about how small private colleges address these issues in their teacher preparation programs. Of the 2,190 four year colleges and universities in the United States, 1,586 are private (Academe This Week: Facts and Figures, 1995). These colleges and universities contribute a significant number of new teachers to the profession each year. Many of these colleges face unique challenges in addressing multicultural teacher education issues because of their homogeneous student populations, small faculty size, and lack of access to diverse urban schools due to geographical location. However, many of the new teachers from these schools will be working with diverse student populations. A closer examination of how these colleges currently address multicultural education issues and how they might better address these issues in the future is an integral part of the broader multicultural education picture.

Study Objectives

Given the challenges faced by small colleges and universities in addressing multicultural issues in their teacher education programs, it is important for department leaders and faculty members at these colleges to share their successes and problems as they seek to prepare teachers to serve effectively in diverse school settings. My primary objective in this study is to describe how small private colleges and universities currently address multicultural issues in their teacher education programs. I am interested in the structure of these programs and the content of the classes and field experiences relating to multicultural education. I am particularly interested in determining how the programs at these small colleges compare to standards for effective multicultural teacher education programs set forth in the literature. I am also interested in examining the nature of the support provided to faculty members to assist them in adapting their instructional strategies and course content as well as the factors that have supported and inhibited their efforts. My intent is to use this information both to shape the educational program at my own college and to share the results with administration and faculty at similar colleges. This information may assist them in constructing teacher education programs that more effectively address diversity in our schools.

Perspectives

A number of theoretical perspectives relating to multicultural teacher education helped shape this study. Grant and Secada's (1990) and Ladson-Billings' (1995) work on the varied structures of multicultural teacher education programs provided the framework for my questions relating to program design. They suggest that current approaches to multicultural teacher education include separate courses that focus on multicultural issues, the inclusion of multicultural issues in foundations or methods courses, and multiple course minors and majors in multicultural education. In addition, these programs include various kinds of field experiences. Numerous studies describing the structure of field experiences in multicultural teacher education programs helped shape my questions relating to the length and intensity, selection of participants and placements, and student support provided during field experiences (see, for example, Finney and Orr, 1995, and Rice Jordan, 1995). As Ladson-Billings (1995) emphasizes, the quality of content is as important as the quantity. Thus, I also included questions relating to the content of multicultural classes and field experiences. These questions were shaped by the work of Banks (1995), Kennedy (1991), and Zeichner (1992). The work of Grant (1993) and Shade (1995) emphasize the impact of support systems and contextual features on teacher education faculty members, shaping my questions relating to factors that have supported and inhibited multicultural teacher education efforts in particular programs. All of these perspectives helped me form my frameworks for data collection and are shaping my interpretation of the data which I have collected.

Methods and Data Source

My primary source of data comes from colleges and universities that are members of the Coalition for Christian Colleges and Universities and that offer a teacher certification program for elementary or secondary teachers. The Coalition for Christian Colleges and Universities is a professional organization of fully accredited four year colleges and universities in North America. This organization coordinates professional development opportunities for administrators and faculty, off-campus international student programs, public advocacy for Christian higher education, and cooperative efforts among member colleges and universities. I chose to work with this group because of the similarity between the philosophy and student body of these colleges and my own college, and because of CCCU's strong emphasis on social justice issues and multicultural perspectives. The Coalition includes colleges and universities of a variety of sizes from all regions of the United States and thus includes a representative sample of small private colleges.

I collected data at two levels in this study. One questionnaire was sent to all education department chairpersons in the Coalition (n=90).This questionnaire focused on the structure and content of courses and field experiences relating to multicultural education, ways in which the faculty have been supported in developing a greater understanding of multicultural education and in developing effective multicultural teacher education programs, factors that have inhibited this development, and possible goals in this area for the future. The questionnaires also asked for comparative data such as college and department size, location, and student body composition. Sixty-five of these questionnaires were completed for a 72% response rate. The faculty questionnaire had similar questions relating to supports, inhibitors, and goals in the area of multicultural education. In addition, it included items focusing on beliefs about multicultural teacher education, actual course content, and teaching practices. 149 out of 235 of these questionnaires were returned for a 64% return rate. Both questionnaires were constructed with the assistance of my college Social Research Center and include Likert-like scales, checklists and short answer items. SPSS was used to organize and compile the data.

Study Results

Institutional Demographics

The sixty-five institutions represented in the department chair survey are located all over the United States and Canada. Information relating to size, location and religious affiliation of the participating institutions is reported in Table 1.

Table 1 Institutional Demographics

Full-time undergraduate	No.	%
500 or less	4	6.2
501-1500	35	53.8
1501-2500	21	32.3
2501-3500	4	6.2
Over 3500	1	1.5
Geographical area	No.	%
North Central US	29	44.6
South Central US	10	15.4
West Pacific US	10	15.4
Northeastern US	7	10.8
South Atlantic US	4	6.2
Canada	3	4.6
West Mountain US	2	3.1
Denominational affiliation	No.	%
Wesleyan/Holiness	17	26.2
Inter/Nondenominational	14	21.5
Baptist/Free	13	20.0
Reformed/Presbyterian.	10	15.4
Mennonite/Quaker	9	13.8
Lutheran	1	1.5
Restorationist	1	1.5

Note: Data from Department Chair Survey. n=65

The majority (94%) of the education programs involved in the study offer certification programs at both the elementary and secondary levels. 92% offer undergraduate programs, 42% post-graduate teacher certification programs, and 47% offer a Master's Degree in education. None of the institutions offer degrees at the doctoral level. A small number of institutions offer endorsements, minors, or majors in Bilingual Education, English as a Second Language or Multicultural Education.

Size and Composition of Education Departments

The majority of the participating Education Departments have 10 or less full-time faculty members. 48% have five or less full-time faculty members. Ethnic composition of the faculty and student body of these departments is primarily Caucasian, following a national trend in teacher education programs. The number of male and female faculty seems relatively well balanced, but the number of female students is significantly higher than the number of males. It is apparent that these colleges fit the national trend toward producing new teachers who are predominantly Caucasian and female.

Table 2 Education Department Size

Full-time Faculty	No.	%
five or less	31	48.4
6-10	27	42.2
11-20	4	6.3
21+	2	3.1
Students	No.	%
Less than 100	7	15.9
100-199	11	25.0
200-299	11	25.0
300-399	11	25.0
400-499	2	4.5
500-599	2	4.5

Note: Data from Department Chair Survey. n=65

Table 3 Education Department Composition

Ethnicity	**Faculty** Mean %	S.D.	**Students** Mean %	S.D.
Caucasian/White	92	.10	91	.13
Black/African American	6	.07	4	.05
Hispanic	4	.08	2	.03
North American Indian	4	.08	1	.01
Asian or Pacific Islander	3	.04	2	.02
Other	8	.22	17	.34
Gender	**Faculty** Mean %	S.D.	**Students** Mean %	S.D.
Female	59	.20	71	.09
Male	42	.19	28	.09

Note: Data from Department Chair Survey. n=65

BEST COPY AVAILABLE

Faculty Participant Demographics

Table 4 shows the experience levels, gender, and ethnicity of the participants in the faculty survey. The majority of the faculty respondents described their ranking as Associate Professor or Professor with 43% having more than 10 years of experience in higher education. 94% of the faculty respondents listed their ethnicity as Caucasian. The sample of faculty members responding to the survey seems quite representative of the general faculty composition at the participating institutions. Table 5 indicates that the majority of the faculty members' time is spent in teaching and clinical supervision. Only a small percentage of time is devoted to research.

Table 4 Faculty Demographics

Academic rank	No.	%
Professor	48	32.4
Associate Professor	44	29.7
Assistant Professor	41	27.7
Instructor	12	8.1
Adjunct Professor	3	2.0
Higher ed experience	No.	%
1-5 years	39	26.2
6-10 years	46	30.9
11-15 years	23	15.4
16-20 years	20	13.4
21 years +	21	14
Full or part time	No.	%
full time	135	90.6
part time	14	9.4
Gender	No.	%
Female	91	61.1
Male	58	38.9
Ethnicity	No.	%
Caucasian/ White	140	94.0
Black/ African American	4	2.7
North American Indian	3	2.0
Asian or Pacific Islander	3	2.0
Hispanic	1	0.7
Other	1	0.7

Note: Data from Faculty Survey. n=149

Table 5 Faculty Time Use

Use of Working Time	Mean % of time	S.D.
Teaching	53.08	21.42
Supervision of clinical experiences	16.70	14.69
Administration	12.89	17.29
Research	5.66	7.68
Service to professional community (workshops)	4.88	5.94
Involvement in professional organizations	3.22	3.26
Other	3.16	7.73

Note: Data from Faculty Survey. n=149.

Program Structures

Multicultural perspectives are addressed in a variety of ways in the participating teacher education programs. 43% of the participating institutions require that their students take one or more separate courses focusing wholly on multicultural education and 59% claim to require the integration of multicultural perspectives into all courses. 62% require some kind of practicum experience in a culturally diverse setting and 34% require that their students have a full- or part-time student teaching experience in a culturally diverse school setting. Table 6 describes the structure of the coursework and field experiences offered to teacher education students in these programs.

Table 6 Course Structures

Type of course	Required		Optional	
	No.	% of total	No.	% of total
Separate course focusing on multicultural education	24	36.9	7	10.8
Two or more courses focusing on multicultural education	6	9.2	4	6.2
Part of a course that includes multicultural components	24	36.9	2	3.1
Part of two or more courses that include multicultural components	25	38.5	3	4.6
Multicultural perspectives integrated into all ed courses	38	58.5	7	10.8
Type of field experience	**Required**		**Optional**	
	No.	% of total	No.	% of total
Student teaching in culturally diverse school settings	22	33.8	34	52.3
Foundations-related practica in culturally diverse settings	40	61.5	14	21.5
Methods-related practica in culturally diverse settings	30	46.2	22	33.8
Assisting in community agencies	9	13.8	25	38.5
Living in other cultural settings in the U.S. or Canada	2	3.1	24	36.9
Other: Overseas experience	1	1.6	2	3.1

Note: Data from Department Chair Survey. n=65

Class Structure

Faculty participants in the study were asked to describe the structure and content of the particular course(s) they taught that focused most strongly on multicultural issues. It was interesting to note that only 17 of the respondents referred to separate courses in multicultural/ethnic issues while the other 126 referred to integrating multicultural perspectives into courses with other foci (e.g. Reading/Language Arts, Foundations, etc.). While 48% of the institutions claim to offer separate courses in multicultural education, only 13% of the faculty survey respondents appear to be teaching those courses. The majority of classes described were 3-4 semester hour courses. The majority of the classes required a field experience in a school setting as part of the course requirements.

Table 7 General Class Structures

Title of course	**Number of courses**	
Reading /Language Arts	29	
Multicultural /Ethnic Issues	17	
Foundations /Philosophy	15	
General Principles/Methods	15	
Introduction to Teaching	13	
Exceptional Learners	12	
Educational Psychology	12	
Social Studies (History)	8	
Teacher Aiding/Student Teaching	6	
Science and Math	7	
Early Childhood	3	
Human Relations	3	
Other	2	
Number of semester hours	No.	%
2 or under	32	22.5
3-4 hours	102	71.9
5-6 hours	4	2.8
13-14 hours	4	2.8
Course focus	No.	%
methods course (classes focusing on specific subject matters or instructional strategy areas)	56	39.7
foundations course (classes such as Introduction to Education, Philosophy of Education, etc.)	54	38.3
combined course-work & clinical experience	21	14.9
clinical experience	9	6.4
No course	1	0.7

Table 7 Class Structures (cont.)

Course participants	No.	%
elementary and secondary education undergraduates	71	48.0
elementary education undergraduates	52	35.1
secondary education undergraduates	15	10.1
graduate students	7	4.7
other	2	1.4
No course	1	0.7
Field placement-Number of hours	No.	%
None	2	2.5
1-15 hours	32	40.5
16-30 hours	22	27.9
31-45 hours	10	12.8
46-65 hours	6	7.7
76-90 hours	6	7.6
300 hours	1	1.3
Field placement-Location	No.	%
School setting	70	89.7
Community agency	10	12.8
Other	10	12.8

Note: Data from Faculty Survey n=149.

Class Content

In addition to determining the structure of the classes that included multicultural perspectives, I was also interested in the content of these classes. Thus, I attempted to ascertain what topics faculty participants addressed in their courses and what instructional strategies they used as part of their teaching. I constructed the topic categories based primarily on Banks' (1995) dimensions of multicultural education and Zeichner's (1992) summary of the knowledge and skills teachers need to teach effectively in multicultural settings. In addition, I was interested in determining what instructional strategies the respondents used in their classes. The categories on the survey were based primarily on the work of Ladson-Billings (1995) and Zeichner (1992) in which they discuss effective strategies for teaching multicultural perspectives. The respondents were asked to rate their emphasis on these topics and strategies in their class on a scale of 1 to 5 with 1 being a light emphasis and 5 being a heavy emphasis. They were also encouraged to select 0 if a strategy was not used. The mean scores are reported in Tables 8 and 9 below.

Table 8 Topics Addressed in Class

In this course, students learn about	Mean	S.D.	Not Addressed
Learning styles of individuals and various groups	3.16	1.55	8.3
Instructional strategies sensitive to cultural variations	3.07	1.42	5.6
Relationships among language, culture and learning	2.88	1.47	8.5
Their own preconceptions and biases	2.81	1.38	7.7
Biblical perspectives on diversity and social justice	2.71	1.71	13.5
Dynamics of prejudice and racism	2.67	1.62	15.4
Examples of successful teaching of ethnically diverse children	2.66	1.53	12.0
How knowledge in a discipline is constructed	2.56	1.63	12.6
How to assist pupils in understanding knowledge construction issues	2.55	1.54	13.4
Strategies for dealing with prejudice and racism in the classroom	2.54	1.48	14.2
Assessment procedures sensitive to cultural variation	2.53	1.57	14.9
Analyzing instructional materials for stereotyping and racism	2.49	1.61	14.6
Designing teaching units that view issues from multiple cultural perspectives	2.49	1.70	18.2
School practices that contribute to reproduction of social inequalities	2.46	1.47	14.1
Customs, traditions of ethnocultural groups	2.43	1.51	15.5
Designing teaching units that integrate materials from one or more ethnic groups	2.43	1.73	20.4
How to gain information about communities and ethnocultural groups	2.37	1.64	18.9
Examples of schools that include and empower students from diverse ethnic groups	2.21	1.65	23.4
Where to locate ethnic resource materials	2.20	1.66	21.5
History and contributions of different ethnocultural groups in the U.S. or Canada	2.12	1.66	23.8
Their own ethnic and cultural identities	2.08	1.47	19.7

Note: Data from Faculty Survey. n=149.

The strongest emphasis in the classes described in this survey was placed on learning styles and culturally sensitive instructional practices, while the weakest emphasis was placed on learning about specific ethnic groups and exploring one's own ethnic and cultural identity. This may be due to the fact that most of the courses referred to in the survey were foundations or methods courses, not courses with a particular multicultural focus. However, since many multicultural education theorists emphasize the need to explore one's own cultural identity as a first step toward understanding and working with people from other cultures, these results suggest that the content of the classes described in this study may not be addressing some essential perspectives for effective teaching in multicultural settings. Since the foci of the majority of the classes was not on multicultural issues, it was striking that so many participants reported that their students dealt with issues like preconceptions and biases and the dynamics of prejudice and racism. The large percentage of participants who indicate that they are addressing all of these topics in their classes at some level raises a number of questions that warrant further study.

Table 9 Instructional Strategies

Topic	Mean	S.D.
Cooperative learning techniques	3.55	1.65
Cohort or small group relationships among class members	3.21	1.41
Lecture-discussion	3.12	1.09
Reflective journals	2.85	1.78
Simulations/games	2.51	1.60
Case-based instruction	2.27	1.46
Field trips	1.91	1.84
Personal narratives or presentations from different ethnic group members	1.83	1.65
Personal autobiographies	1.75	1.50
Other	3.75	1.68

Note: Data from Faculty Survey. n=149.

Again, it was interesting to note that the least used strategies were those focusing on personal narratives from ethnic group members and participant autobiographies. This would fit with the weaker emphasis on personal and ethnic group identity exploration discussed earlier.

Strengths and Weaknesses of Programs

Gollnick et al (1980) and Ladson-Billings (1995) suggest that there are a number of programmatic features that support strong multicultural teacher education programs. Strong programs address multicultural perspectives in their philosophy and policy statements and evaluation designs; they receive budget support from the institution itself rather than relying on "soft funds"; they have strong minority recruitment programs for students and emphasize multicultural experience when hiring faculty; they have professional accreditation; and the responsibility for multicultural education is shared by all faculty rather than being seen as the responsibility of one person. The number of graduates who take teaching positions in culturally diverse schools may affect the strength of multicultural programming as well since programs are often constructed to meet the needs of their particular constituencies. In addition, the authors suggest that strong programs hire well-qualified faculty; that faculty in strong programs view their involvement in multicultural education as an important part of their responsibilities; and that faculty members are actively involved in other multicultural efforts in addition to teaching and clinical supervision. These authors also suggest that strong programs provide ample time and opportunities for faculty to engage in ongoing professional development and planning with a focus on multicultural perspectives. Tables 10-11 show how the participating institutions fare when these programmatic factors are considered.

Table 10 Programmatic Features

Multicultural education addressed in...	No.	%
philosophy statements	42	70.0
policy statements	36	60.0
evaluation designs	37	61.7
It is not addressed	7	11.7
Budget support from...	No.	%
the institution itself	54	94.7
federal or state grants	4	7.0
foundation grants	6	10.5
other	3	5.3
Recruitment programs	No.	%
Yes	46	74.2
No	16	25.8
NCATE accreditation:	No.	%
Yes	22	36.1
No	39	63.9
Multicultural experience when hiring	No.	%
a top priority	7	10.9
one of many important variables	48	75.0
a nice fringe benefit	8	12.5
not considered	1	1.6
Responsibility for multicultural education	No.	%
no one	2	3.1
primarily one person	5	7.8
a team of faculty members	8	12.5
all faculty in the teacher ed. program	48	75.0
whomever chooses to do it	1	1.6

Note: Data from Department Chair Survey. n=65

70% of the participating departments address multicultural issues in their philosophy statements while approximately 60% address these issues in their policy statements and their program evaluation designs. 74% report having active minority student recruitment programs. Only 11% of the programs report that multicultural experience or expertise is a top priority when hiring faculty although 75% describe this as one of many important variables. 75% of the programs consider multicultural education to be the responsibility of all faculty in their teacher education programs. Only 36% of the respondents have NCATE accreditation. While many of the participating institutions seem to be aware of the need to address multicultural issues in their programs, it is one of many important issues that need to be addressed, not necessarily a top priority.

Table 11 Teaching Placements

Percentage of graduates taking teaching positions in culturally diverse schools	No.	%
Under 5%	11	21.6
6-10%	9	17.7
11-25%	14	27.6
30-50%	7	13.8
60-75%	6	11.8
80-90%	4	7.9
No Response	14	

Note: Data from Department Chair Survey. n=65

Two-thirds of the respondents to this question place less than 25% of their graduates in culturally diverse schools. This may affect the participants' perceptions about the need for multicultural programming and the effectiveness of their current programs.

Table 12 Faculty Preparation and Responsibilities

Preparation for multicultural teacher education	No.	%
Continuing professional/personal development (e.g. conferences, professional literature, travel)	118	78.7
Selected experiences in professional preparation (e.g. courses, seminars, field experiences)	94	62.7
Experience teaching in a K-12 multicultural school setting	67	44.7
A secondary professional preparation (e.g. minor or supporting field)	17	11.3
No preparation	6	4.0
A primary professional preparation (e.g. a degree in multicultural education)	1	0.7
Current teaching responsibilities in multicultural education	**No.**	**%**
My primary responsibility	4	2.7
A strong secondary responsibility	69	46.6
A minimal responsibility	73	49.3
No responsibility	2	1.4
Other multicultural education efforts	**No.**	**%**
Partnerships with K-12 schools that have a culturally diverse student population	77	52.0
Consultations with schools in the area of multicultural education (inservice, curriculum design, etc.)	36	24.3
Presentations at professional conferences in the area of multicultural education	32	21.6
Involvement in local or state policy initiatives relating to multicultural education	17	11.5
Publication in the area of multicultural education	14	9.5
College committees/initiatives	7	4.7
Other	6	4.1
Community/church projects	5	3.4
None	37	25.0

Only one of the faculty respondents had a degree in multicultural education; 17 respondents had a minor or concentrate in multicultural education. The majority of the respondents relied primarily on professional development opportunities such as conferences, personal reading, seminars and field experiences to prepare them to teach or integrate multicultural perspectives. Only 3% of the respondents identified multicultural education as a primary responsibility although 47% saw it as a strong secondary responsibility. The other 51% of the participants saw it as a minimal or nonexistent responsibility. 52% of the respondents are involved in partnerships with culturally diverse schools but the involvement in other professional activities relating to multicultural education is much smaller. 25% of the respondents report no involvement in other multicultural efforts.

Table 13 Support For Faculty Learning About Multicultural Education

Time for professional development and planning for mce	No.	%
Very adequate	12	8.0
Moderate	29	19.3
Quite limited	94	62.7
Non-existent	15	10.0
Inservice for and assistance in the teaching and supervision of mce	No.	%
readily obtainable	27	18.2
periodically obtainable	74	50.0
rarely obtainable	43	29.1
not obtainable	4	2.7
Learning opportunities relating to mce	No.	%
Attendance at professional conferences	104	72.2
Seminars/ guest lecturers	87	60.4
Cross-cultural field experiences	72	50.0
Curriculum design	63	43.8
Program evaluation and design	42	29.2
Visits to other teacher education programs	25	17.4
Study groups	17	11.8
Research grants	9	6.3
Sabbaticals	9	6.3
Other	6	4.2
College/ University classes	2	1.4
None	5	3.5

Table 13 (cont.)

Additional assistance desired	No.	%
Visits to other teacher education programs	84	58.7
Cross-cultural field experiences	68	47.6
Seminars/ guest lecturers	60	42.0
Professional conferences	54	37.8
Curriculum design	40	28.0
Program evaluation and design	31	21.7
Study groups	30	21.0
Research grants	28	19.6
Sabbaticals	26	18.2
I do not believe I currently need support or inservice	10	7.0
Other	8	5.6

Note: Data from Faculty Survey. n=149

The majority of the faculty respondents find their time for planning and professional development in the area of multicultural education to be quite limited or non-existent. 79% report that inservice in this area is periodically or rarely available although the majority report that they have been involved in some kind of learning opportunity with a multicultural focus in the last three years. 59% would like to visit other teacher education programs while 48% would like to engage in a cross-cultural field experience, indicating a strong desire to have more hands-on kinds of experiences. It appears that support for learning about multicultural perspectives depends more on personal initiative than institutional direction in most of these colleges and universities.

Participants' Satisfaction Levels

In addition to comparing the programs to standards set forth in the literature, I was interested in determining how satisfied the participants were with their programs and where efforts to address multicultural perspectives fit in their future goals. I asked this question on both the department chair and faculty questionnaires to allow some comparison of perceptions. Their responses are reported in Tables 14 and 15.

BEST COPY AVAILABLE

Table 14 Satisfaction Levels

Satisfaction with department's efforts to prepare students to work with culturally diverse students	Satisfied		Ambivalent		Dissatisfied	
	No.	%	No.	%	No.	%
Department Chairs	29	46.8	14	22.6	19	30.6
Faculty	83	56.8	36	24.7	27	18.5
Satisfaction with own efforts to incorporate multicultural components into your course(s)						
Faculty	113	76.8	18	12.2	16	10.9

Note: Department Chairs n=65, Faculty n=149.

Table 15 Future Goals

In terms of future goals for your department, where do efforts to better prepare prospective teachers to work with culturally diverse students fit in?	Dept. Chairs No	.%	Faculty No.	%
A top priority	12	19.4	25	22.7
One of many important goal	45	72.6	80	72.7
Not necessary due to effectiveness of current programming	3	4.8	2	1.8
Not a priority at this time	2	3.2	2	1.8

Note: Department Chairs n=65, Faculty n=149.

It was interesting to note that faculty members are more satisfied with their departments' efforts to prepare teachers to work with culturally diverse students than are department chairs. Faculty respondents express even stronger satisfaction with their efforts to incorporate multicultural perspectives into their own courses. Most faculty and department chairs agree that efforts to better prepare prospective students in this area should be one of many important department goals although a much smaller number list it as a top priority.

Supports and Deterrents to Multicultural Teacher Education Programming

In addition to examining current practice and strengths and weaknesses of the programs in the study, I also attempted to determine what might support and deter effective multicultural programming in these settings. Both faculty and department chairs were asked what they saw to be the primary deterrents to increasing their multicultural education efforts in their department. The categories used in the survey were taken primarily from the work of Gollnick et al (1980) who suggest that a lack of funds, curriculum materials, qualified or interested faculty, minority students, institutional support, and availability of diverse settings are deterrents to multicultural programming. I also used the work of Ladson-Billings (1995) who suggests that political distortions of multicultural education and student resistance can be strong deterrent as well. Recognizing the powerful influence faculty members' beliefs have on actual program implementation and the effects "political distortion" could have on their practice, I also attempted to assess faculty understanding of multicultural perspectives and support of multicultural education. The work of Shade (1995), Finney and Orr (1995), and Gay (1995) helped shape these questions as well. The questions relate both to beliefs about general cultural diversity issues and beliefs

about multicultural teacher education purposes and strategies. The results are reported below.

Perceived Deterrents

Table 16 Perceived Deterrents to More Extensive MCTE Efforts

In your opinion, what are the four primary deterrents to increasing your department's efforts to prepare prospective teachers to work with culturally diverse students?	Chairs		Faculty	
	No.	%	No.	%
Lack of minority faculty members	40	65.6	74	50.3
Lack of time among current faculty to gain expertise in this area	29	47.5	80	54.4
Lack of funds	25	41.0	43	29.3
Lack of minority students	25	41.0	76	51.7
Lack of access to diverse school settings	16	26.2	42	28.6
Program restrictions and requirements	14	23.0	42	28.6
Lack of curriculum resources or materials	10	16.4	24	16.3
Lack of demand among schools hiring	9	14.8	10	6.8
Lack of interest among teacher education students	7	11.5	13	8.8
Lack of commitment of the constituency (parents, community members, alumni) toward the concept of multicultural education	7	11.5	7	4.8
Lack of qualified or interested faculty	5	8.2	36	24.5
Disagreement with the philosophy behind multicultural education	5	8.2	7	4.8
Lack of commitment of the institutional administration to multicultural teacher education	5	8.2	16	10.9
Other (No restrictions; lack of college wide faculty commitment)	2	3.3	8	5.4
Disagreement with the content of current materials relating to multicultural education	0	0.0	4	2.7
No response	4		0	0.0

Note: Department Chairs n=65, Faculty n=149.

The most frequently identified deterrent chosen by department chairs was a lack of minority faculty, with a lack of time for current faculty to gain expertise, lack of funding, and lack of minority students following as the second, third and fourth choices. The faculty most frequently identified a lack of time to gain expertise as a primary deterrent with a lack of minority students and minority faculty following as second and third choices. More department chairs saw a lack of funds as a deterrent than did faculty members, which may be connected to the department chairs' increased fiscal responsibilities. Comparable numbers of department chairs and faculty described program requirements and restrictions and lack of access to diverse school settings as deterrents but these were not listed by a majority of the respondents. Very few respondents indicated that a lack of demand among schools or lack of interest among teacher education students were primary deterrents and very few expressed concern with the philosophies behind multicultural education.

Table 17 Faculty Beliefs About Cultural Diversity

	Agree		Uncertain		Disagree	
	No.	%	No.	%	No.	%
Cultural diversity is a valuable resource that should be celebrated and preserved in the school curriculum	137	92	9	6.1	2	1.4
Emphasizing cultural differences creates divisions and should be avoided	10	6.8	17	11.6	120	81.7
Discrepancies between home and school culture cause special learning challenges for the culturally different student	129	87.8	10	6.8	8	5.4
Multicultural education proponents place too much emphasis on tolerance and not enough on shared standards and beliefs	58	39.5	49	33.3	40	27.2
The philosophies and goals of multicultural education are in conflict with my Christian beliefs	8	5.4	12	8.1	128	86.5
One of the main problems with multicultural education is its tendency toward moral relativism	37	25.0	29	19.6	82	55.4

Note: Data from Faculty Survey. n=149.

The majority of the respondents see the need to address cultural diversity issues in schools. Although they are concerned about an overemphasis on tolerance versus shared standards, they do not find the goals of multicultural education to be in conflict with their personal beliefs. This small measure seems to indicate that in most of these settings, faculty beliefs about cultural diversity should be a support, not a deterrent to appropriate programming.

Table 18 Faculty Beliefs about Program Structures

Students in teacher education programs should	No.	%
all take at least one course that focuses on cultural diversity issues	130	90.9
be able to choose if they want to take course(s) focusing on cultural diversity	13	9.1
Students in teacher education programs should	No.	%
All have at least one field experience in a culturally diverse school setting	137	94.5
Be able to choose if they want to have field experience(s) in a culturally diverse school setting	8	5.5
Primary participants in multicultural teacher education classes and field experiences should be	No.	%
all students, so that all ethnic, cultural and social class differences can be understood and respected	146	98.6
students different from the majority culture, so they can have increased opportunity to achieve and become successful after graduating	1	0.7
only those students who plan to teach in culturally diverse school settings	1	0.7

Note: Data from Faculty Survey n=149.

Table 19 Beliefs about Approaches to Multicultural Teacher Education

Please rate the effectiveness of the following approaches to multicultural teacher education.	Effective		Uncertain		Ineffective	
	No.	%	No.	%	No.	%
Separate courses focusing on mce issues	85	57.8	39	26.5	23	15.7
Integrate multicultural perspectives into all ed classes	136	90.6	10	6.7	4	2.6
Involve students in field experiences in multicultural settings	143	96.6	5	3.4	0	0.0
Offer a strong general education program without a special emphasis on multicultural issues	18	12.2	37	25.2	92	62.6
Focus on multicultural issues at the inservice or graduate level when teachers have more experience	67	45.6	36	24.5	44	29.9

Note: Data from Faculty Survey n=149.

The beliefs of faculty participants assessed in these two areas appear to display some inconsistencies. While 91% of the respondents thought all students should take at least one course focusing on cultural diversity issues, only 58% of the respondents described this approach as effective. A much larger number (91%) described integrating multicultural perspectives into all education classes as effective. The results relating to field experiences were much more consistent between the two questions, with respondents expressing strong support for this approach both times. When asked which approach they would use if they could only choose one, 49% of the respondents chose integrating multicultural perspectives into all courses and 38% chose field experiences in multicultural settings. The rest of the responses were distributed among the three other options.

Conclusions

The information gathered in this survey provides some interesting insights into multicultural teacher education programs in this sample of small colleges and universities. In addition to learning more about how these education departments are addressing multicultural issues, the study also provides insights into potential support and deterrents to this process. Conclusions relating to the initial study questions are summarized below.

How multicultural issues are addressed in teacher education programs

Not surprisingly, there is great variety in the ways in which different departments address multicultural issues at the program level. Less than half of the departments require a course in multicultural education although 59% claim to require the integration of multicultural perspectives into all courses. One third of the participants require a student teaching experience in a culturally diverse setting, while another half offer this as an option. Other field experiences in culturally diverse settings seemed to be quite prevalent as well.

The majority of the respondents were teaching classes in which multicultural perspectives were integrated into other content (e.g. Reading/Language Arts, Foundations, Educational Psychology).The topics that received the highest mean emphasis score were learning styles and culturally sensitive instructional strategies while the lowest mean emphasis scores were received by topics relating to personal cultural identity and learning about other ethnic groups. The majority of the participants

claimed to address almost all of the topics listed on the survey with at least a light degree of emphasis even though the focus of most courses was on other content. This was interesting since many of the topics seemed quite specific to multicultural issues (e.g. Having students learn about their own preconceptions and biases or the dynamics of prejudice and racism). Either the participants are doing an exceptional job of integrating multicultural perspectives into their classes or there could be a lack of understanding of what these topics meant. (Few of the participants have degrees in multicultural education and many appeared to rely on reading and conference attendance to gain expertise in multicultural issue, so the latter may be more likely.) Since the topics were not described in detail and the assessment of light to heavy emphasis was based on personal judgement rather than an objective standard, it is difficult to make strong conclusions based on these results. However, the fact that some topics are emphasized more than others and that the participants believe they are addressing these issues in their classes suggests some rich areas for further study.

How these programs compare to national standards

While 60-70% of the participants address multicultural issues in their philosophy and policy statements and in their evaluation designs and 75% of the programs have minority student recruitment programs, very few of the programs consider multicultural experience to be a top priority when hiring faculty. (This coincides with the fact the only one faculty respondent had a degree and only 17 had a minor or concentrate in multicultural education.) Over two thirds of the faculty respondents have quite limited or no time for professional development and planning for multicultural education and very few consider multicultural education to be a primary responsibility. Half of the faculty respondents consider their responsibility in this area to be minimal or non-existent. Very few faculty members are involved in other multicultural education efforts outside of working with culturally diverse schools. Learning opportunities seem to focus primarily on individually initiated activities with institutionally sponsored inservice opportunities periodically or rarely obtainable. The majority of the programs in this study place 25% or less of their students in culturally diverse schools which may affect the demand for strong program in multicultural education. In addition, only one third of the programs have NCATE accreditation, which may also affect the strength of programming in this area. Although many of the programs in these small colleges claim to address multicultural issues in their official statements, they seem to fall quite short in some major areas such as faculty support and development.

In spite of the issues described above, 47% of the department chairs and 58% of the faculty respondents expressed satisfaction with their departments' efforts to prepare novices to teach culturally diverse students while only 31% of the chairs and 19% of the faculty expressed dissatisfaction. (The others were ambivalent.) 77% of the faculty respondents were satisfied with their own efforts to incorporate multicultural issues into their classes.

Only 20% of the department chairs and faculty indicated that improving their departments' efforts in this area was a top priority. The minimal levels of direct institutional support for faculty development and perceptions of multicultural education as a secondary responsibility at best may be contributing to these feelings of satisfaction. With little time to learn together and evaluate current efforts, it can be difficult for department members to clearly identify program strengths and weaknesses.

Factors that support and inhibit these efforts

Initially, I hypothesized that homogeneous populations, small faculty size, and lack of access to diverse school settings might cause particular challenges for small colleges as they attempt to address multicultural issues in their teacher education programs. The results of this study challenged some of these hypotheses and reinforced others.

Homogeneous populations

The majority of the participating education departments in this study are very racially homogeneous. A predominantly Caucasian population might be a deterrent to more extensive multicultural programming because of disagreement with the basic premises underlying multicultural education or because of a lack of ownership of the issue due to limited personal connection. In this case, disagreement with the ideas underlying multicultural education does not seem to be a major deterrent. Although faculty members were concerned about an overemphasis on tolerance versus shared standards and beliefs, approximately 90% agreed that discrepancies between home and school culture can present special challenges for minority students and that cultural diversity should be celebrated and preserved in schools. Only 5% stated that the philosophies and goals of multicultural education conflicted with their personal beliefs. Very few department chairs or faculty members listed lack of interest among students or lack of commitment on the part of constituents and administration as a primary deterrent to more extensive multicultural programming. Because of the tendency to give "politically correct" answers on a survey such as this, these results warrant further analysis. However, initial results do not suggest that "political distortions" have created a strong sentiment against multicultural perspectives in this sample group.

Lack of ownership seems to be a much stronger deterrent in this study. The fact that very few participants identify multicultural education as a primary responsibility or list it as a top priority seems significant. The fact that many department chairs (66%) and faculty members (50%) list a lack of minority faculty and students as a primary deterrent to increased programming suggests that participants may still be seeing multicultural education as a "minority issue". Since ethnic minority members have often provided a powerful voice for change, a lack of that voice in these settings may also allow complacency about current practice to continue. Recognition that multicultural perspectives are an integral part of the education of all teachers and that all teacher educators are responsible for it may not have occurred in many of these settings.

Small faculty size

Although the programs ranged in size from less than 5 faculty members to more than 20 members, 91% of the departments represented in the study had 10 or less full time members. Faculty in smaller education departments often have to be generalists to allow coverage of all the necessary courses in the program. Programs in this study appear to hire specialists in other areas and expect them to gain expertise in multicultural issues, often through their own initiative. Department chairs and faculty members both chose lack of time for current faculty to gain expertise as a primary deterrent to increased multicultural programming. Heavy teaching and clinical supervision loads coupled with a minimal amount of time spent on research (see Table 5) also make the kind of conceptual change needed to integrate a complex area such as multiculturalism very difficult. Considering the difficulty of keeping current in a broad content area such as reading or educational psychology, adding the responsibility of gaining

expertise in multicultural perspectives can be a daunting task. Unless the integration of multicultural perspectives is a clear department goal coupled with institutional support for professional development and planning, it is difficult for heavily committed generalists to take on this added responsibility.

Lack of access to diverse school settings

Approximately one fourth of the department chairs and faculty members chose lack of access to diverse school settings as a primary deterrent to multicultural education programming. 34% of the programs require student teaching in a culturally diverse setting and another 52% offer this as an option but information was not gathered on where they find these placements. The growing cultural diversity in rural areas may be making this less of a challenge for the participating colleges. Further analysis of the correlation between location, programming, and perceived deterrents is needed to determine how significant an effect geographical location has on programs and perceptions in this area.

Implications for Further Research

A broad study such as this one often raises more questions than it answers. A number of issues that are touched on in this study warrant further examination.

Currently the data has been organized primarily in frequency form. Correlations between size, location, accreditation and programming efforts and perceptions need to be analyzed to provide better insights into how these factors affect multicultural programming in the participating institutions.

Actual course content needs to be more carefully examined. How are multicultural perspectives really integrated into the courses? When there is little support for learning and planning for multicultural teacher education, does this integration really occur? At what level? Is there any system of accountability? More complete data collection is needed to determine what is being taught and how it is being taught in these teacher education programs.

This study focused primarily on program strengths and weaknesses and deterrents to more extensive multicultural teacher education programming. More examination of successful multicultural teacher education programs in small colleges is needed to determine how effective programs can be established in spite of the challenges facing these institutions.

The perceived deterrents need to be examined more carefully. Does a lack of minority faculty or students have to be a deterrent to multicultural programming? Do institutional, state and federal requirements act as a deterrent or support to multicultural programming? What are the realities of time and resource issues?

Many small colleges are working hard to address issues relating to multicultural teacher education. Since these colleges play such an important role in educating future teacher educators, it is essential that we continue to study factors that support and inhibit these efforts. Through continual sharing of successes and challenges and the lessons we learn from them, we can better prepare new teachers to take charge of the future and teach in ways that serve all children and the common good.

References

Academe this week: Facts and figures. Chronicle of Higher Education (Online). 1995. Internet address:http://www.chronicle.merit.edu/.index/html

Banks, J. A. (1995). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. M. Banks (Eds.), Handbook of research on multicultural education (pp. 3-24). New York: Simon & Schuster.

Finney, S., & Orr, J. (1995). Cross-cultural understanding in a racist society. Journal of Teacher Education, 46(5), 327-333.

Gay, G. (1995) Curriculum theory and multicultural education. In J. A. Banks & C. A. M. Banks (Eds.), Handbook of research on multicultural education (pp. 3-24). New York: Simon & Schuste

Gollnick, D.M., Osayande, K.I.M., & Levy, J. (1980). Multicultural teacher education: Case studies of thirteen programs. (Vol. 2). Washington, DC: American Association of Colleges of Teacher Education.

Grant, C. A. (1993). The multicultural preparation of US teachers: Some hard truths. In G. K. Verma (Eds.), Inequality in teacher education: An international perspective (pp. 41-57). Washington, DC: Falmer.

Kennedy, M. (Ed.). (1991). Teaching academic subjects to diverse learners. New York: Teachers College Press.

Ladson-Billings, G. (1995). Multicultural teacher education: Research, practice, and policy. In J. A. Banks & C. A.M. Banks (Eds.), Handbook of research on multicultural education (pp. 747-759). New York: Simon and Shuster.

Rice Jordan, M. L. (1995). Reflections on the challenges, possibilities, and perplexities of preparing preservice teachers for culturally diverse classrooms. Journal of Teacher Education, 46(5), 369-374.

Shade, B. (1995). Developing a multicultural focus in teacher education: One department's story. Journal of Teacher Education, 46(5), 375-380.

Zeichner, K. M. (1992). Educating teachers for cultural diversity. (Special Report). East Lansing: National Center for Research on Teacher Learning.

BEST COPY AVAILABLE